

GCSE

GEOGRAPHY B

Unit B563: *Key Geographical Themes*

Specimen Paper

F

J385

Time: 1 hours 30 minutes

Candidates answer on the question paper.

Additional materials:

Resource booklet

Map extract

Candidate
Forename

Candidate
Surname

Centre
Number

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Candidate
Number

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INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use black ink. Pencil may be used for graphs and diagrams only.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Answer **THREE** questions. A question from Section A (either Question 1 OR question 2), a question from Section B (either question 3 OR question 4, and a question from section C (either question 5 OR question 6).
- Do not write in the bar codes.
- Do not write outside the box bordering each page.
- Write your answer to each question in the space provided.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is 60

FOR EXAMINER'S USE

A	
B	
C	
TOTAL	

This document consists of **16** printed pages.

Section A – Rivers and Coasts

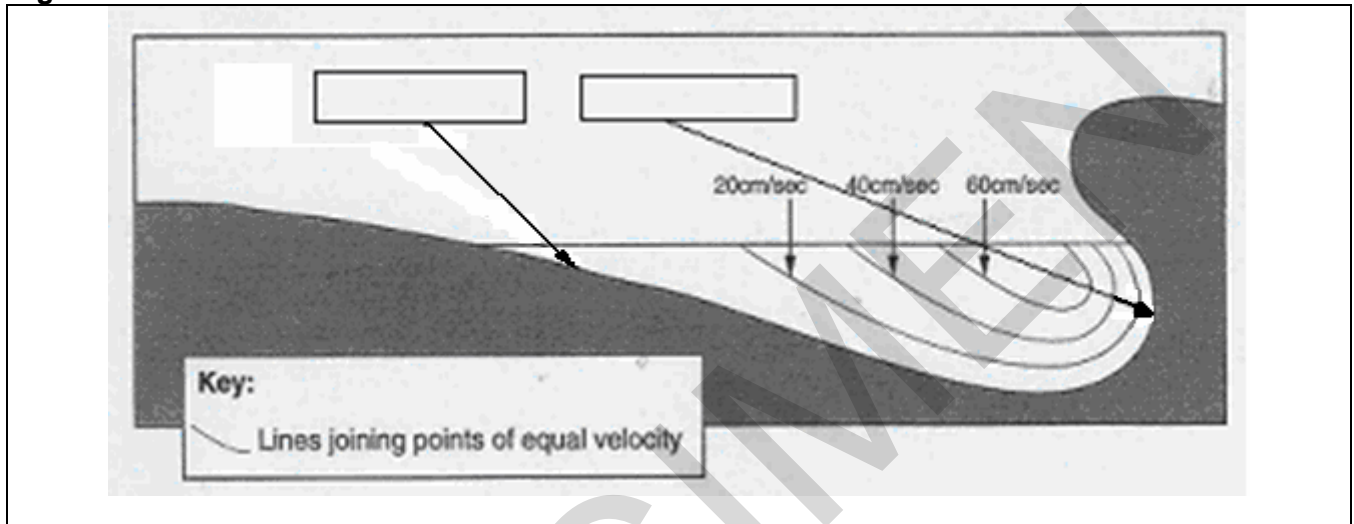
You **must** answer **either** Question 1 **or** Question 2

EITHER

1 Rivers

(a) Study the OS map extract and **Fig. 1** below.

Fig 1 Cross section of the river at 829930



(i) Add the following labels to the two lines drawn on **Fig. 1**.

- Deposition
- Erosion

[1]

(ii) Why do deposition and erosion take place at the points you have labelled on **Fig. 1**?

.....
[2]

(b) (i) Look again at the OS map extract. Identify the **two** water stores in grid square 7589.

Store 1.....
 Store 2.....[2]

(ii) For each store you have identified in (b)(i) explain how it will affect the flow of water in Bannock Burn stream.

Store 1.....

Store 2.....
[2]

- (c) The River Forth (shown on the OS map extract) flows near the town of Stirling.

Describe how the flow of a river may be affected by an urban settlement.

.....

[3]

- (d) Stirling is in the UK (an MEDC). Give two reasons why the effects of river flooding are usually greater in an LEDC than in an MEDC?

.....

[4]

- (e) Case Study – Flooding

Name a river in an MEDC which has been affected by flooding.

What were the causes of flooding?

Describe the effects of flooding.

Name of river:

Causes of flooding:

.....

Effects of flooding:

.....
[6]

Section A Total [20]

[Turn over

OR

2 Coasts

(a) Study **Fig. 3** below and **Fig. 4** in the Resource Booklet.

(i) How wide is the entrance to Lulworth Cove?

.....metres [1]

(ii) What rock forms the cliff at the back of Lulworth Cove?

.....[1]

(iii) Describe the shape of Lulworth Cove.

.....[1]

(iv) Use **Fig. 3** to suggest why Lulworth Cove is wider in some parts than others.

.....[1]

(b) Study **Fig. 5**.

- (i)** Explain how stacks such as Old Harry have been formed. You may draw a labelled diagram.

.....

.....

.....

.....[4]



- (ii)** What effects will natural processes have on the stacks in the future?

.....

.....[2]

[Turn over

(c) Explain how erosion by the sea can affect people who live on the coast.

.....[4]

(d) Case Study – Coastal management

Name of area where the sea is eroding the land:

How is the land protected and what problems do these protection methods cause:

[6]

Section A Total [20]

Section B – Climatic Natural Hazards and Tectonic Natural Hazards

You **must** answer **either** Question 3 **or** Question 4

EITHER

3

(a) Study **Fig. 6** in the Resource Booklet which shows the seasons in Bangladesh.

(i) How many months make up the cyclone season?

.....[1]

(ii) Name **one** month in the cyclone season when there is heavy rain.

.....[1]

(iii) Describe a weather condition associated with tropical storms which is **not** shown in **Fig 6**.

.....
.....[2]

(b) Identify **two** features of a tropical storm shown in **Fig. 6**.

.....
.....[2]

(c) Explain **two** ways in which tropical storms affect people and their quality of life.

Way 1:.....
.....

Way 2:.....
.....[4]

[Turn over

- (d) Study Fig. 8 a tropical storm education poster.
Explain **two** ideas in the poster which tell people about what to do during a tropical storm.

Idea 1:.....

.....

Idea 2:.....

.....[4]

- (e) Case Study – A climatic hazard event

Name a type of climatic hazard and location where it took place

.....

Explain the natural processes which caused the climatic hazard event.

.....

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.....[6]

OR

Tectonic Natural Hazards

4 Study **Fig 9.** and **Fig.10** from the Resource Booklet.

(a) **Fig. 9** which shows major earthquakes of the San Andreas fault in California in the U.S.A.

(i) How many major earthquakes were located on the line of the San Andreas Fault?

.....[1]

(ii) In what year did the Northridge earthquake take place?

.....[1]

(b) Study **Fig. 10** which shows some of the survivors of the Northridge earthquake. State **three** problems faced by the survivors of the Northridge earthquake.

Problem 1:

.....

Problem 2:

.....

Problem 3:

.....[3]

[Turn over

- (c) Describe briefly how the two plates shown in **Fig. 9** are moving in relation to each other.

.....
.....[1]

- (d) Use a detailed labelled **sketch** to explain how the movement of plates causes earthquakes.



[4]

- (e) Give **two** reasons why people live in hazardous areas like the San Andreas Fault.

Reason 1:.....

.....

Reason 2:.....

.....[4]

- (f) Case Study: Tectonic natural hazard.

Name a type of tectonic natural hazard and the location where it took place.....

.....

Describe methods which can be used to predict tectonic hazards.

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.....[6]

Section B Total [20]

[Turn over

Section C – Economic Development

You **must** answer **either** Question 5 **or** Question 6

EITHER

- 5 Study **Fig. 11** in the Resource Booklet which shows the location of BMW car factories around the world.

(a)

- (i) BMW is a multi-national company (MNC). What is meant by a multi-national company?

.....[1]

- (ii) Use **Fig. 11** to complete the passage below which describes the distribution of BMW car factories in the world.

Most BMW car production factories are in the continent of.....

BMW has seven car production factories in Germany and

in the United Kingdom.

There are six car assembly factories of the Brandt line. [3]

- (iii) Give **two** possible reasons why many BMW assembly plants are in less economically developed countries (LEDCs).

Reason 1

.....

Reason 2

.....[2]

- (b)** Read the following web page extract.

“The BMW Group took the decision to build a new car production factory in the Leipzig region of Germany. The area is flat countryside and is about 200 hectares in size. It has first class connections to the motorway, the airport and the railway system.”

- (i) Give **two** reasons why Leipzig was a good site for a new car factory.

Reason 1:

.....

Reason 2:[2]

- (ii) Explain how the opening of the Leipzig factory may affect the local environment.

.....
.....[2]

- (iii) Explain the economic effects of opening the Leipzig factory.

.....
.....
.....
.....[4]

- (c) Case Study – The location of an economic activity.

Name and locate an economic activity.

.....

Explain the advantages of the location of this economic activity.

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.....[6]

[Turn over

OR

6

(a) Study **Fig. 12** in the Resource Booklet. It shows the average income (GDP per person) of countries.

(i) Describe the distribution of middle income countries. Refer to the Brandt line in your answer.

.....
[2]

(ii) The Brandt Line was first used to divide the world into More Economically Developed Countries and Less Economically Developed Countries in 1980.

Suggest what may be wrong with using it now.

.....
[2]

(iii) Use evidence from the table below to explain why Cuba has a better quality of life compared to Kenya.

Table showing Development indicators for Cuba and Kenya

Development Indicator	Cuba	Kenya
Literacy rate (women)	99.8	79.7
Life Expectancy (years)	77	55
Infant mortality (per 1000 births)	7.2	79

.....

[2]

- (b)** Read the extract below taken from a carton of Fairtrade orange juice from Cuba.

“A workshop to repair agricultural machines has now been completed paid for with Fairtrade money. The next step is improving the irrigation system. Farmers pool resources and the new workshop will benefit all members.”

- (i)** What are the problems of being an orange grower in Cuba?

.....
.....[2]

- (ii)** Why do the Cuban orange growers prefer Fairtrade to aid?

.....
.....[2]

- (iii)** Fairtrade orange growing is considered to be a sustainable way to do business. Explain how being a member of a Fairtrade scheme affects the local community and environment in Cuba.

The local Community in Cuba:

.....
.....

The environment in Cuba:

.....
.....[4]

[Turn over

(c) Case Study: An Aid scheme

Name and locate an aid scheme

Describe what the aid scheme tried to do.

Explain the advantages and disadvantages of the aid scheme to the people it was intended to help.

6

Section C Total [20]

Paper Total [60]

The maximum mark for this paper is 60.

SPECIMEN

Section A - Rivers		
Question Number	Answer	Max Mark
1(a) 1(a)(i)	<p>Study the OS map extract and Fig 1 below.</p> <p>Add the following labels to the two arrows drawn on Fig 1.</p> <ul style="list-style-type: none"> • Deposition • Erosion <p>Labels added on Fig 1</p>	[1]
1(a)(ii)	<p>Why do deposition and erosion take place at the points you have labelled on Fig. 1?</p> <p>1 mark for basic point plus a further mark for development of that point</p> <p>Deposition: slower flow ✓ so less energy in flow ✓ (dev)</p> <p>Erosion: faster flow ✓ more energy for erosion ✓ (dev)</p>	[2]
1(b)(i)	<p>Look again at the OS map extract. Identify the two water stores in grid square 7589.</p> <p>Reservoir</p> <p>Trees (coniferous wood)</p>	[2]
1(b)(ii)	<p>For each store you have identified in (b)(i) explain how it will affect the flow of water in Bannock Burn stream.</p> <p>1 mark per valid point</p> <p>Reservoir: water stored</p> <p>controlled release downstream</p> <p>water extraction from reservoir reduces flow</p> <p>increased evaporation from reservoir reduces flow</p> <p>Trees: interception by leaves reduces flow</p> <p>Roots delay throughflow</p> <p>Evapotranspiration reduces flow</p>	[2]
1(c)	<p>The River Forth (shown on the OS map extract) flows near the town of Stirling.</p> <p>Describe how the flow of a river may be affected by an urban settlement.</p> <p>Flow increases or responds quickly to rain</p> <p>Tarmac / concrete / impermeable surfaces reduce infiltration</p> <p>Increased surface run off into river channel</p> <p>Drains increase / speed up flow to river channel</p> <p>Water extraction reduces flow</p> <p>Channel modification – strengthening / straightening which changes the flow by.....</p>	[3]

Section A - Rivers		
Question Number	Answer	Max Mark
1(d)	<p>Stirling is in the UK (an MEDC). Give two reasons why the effects of river flooding are usually greater in an LEDC than in an MEDC?</p> <p>Less money to spend on tackling problems; People in LEDC suffer long-term health problems after the flood; Water contamination leads to outbreak of disease; Many people forced to live in crowded flood shelters / tents; Difficult to get to affected area due to lack of transport links; Less flood protection measures to prevent re-occurrence; No planning of spillways, washlands; Attraction of fertile flood plain to farmers; No emergency action plan or personnel / equipment to put plan into action</p>	[4]
1(e)	<p>CASE STUDY – Flooding</p> <p>Name a river in an MEDC which has been affected by flooding.</p> <p>What were the causes of flooding?</p> <p>Describe the effects of flooding.</p> <p>Case study will be marked using 3 levels:</p> <p>0 marks No evidence submitted or response does not address the question</p> <p>Level 1: [1-2 marks] Basic description of causes and effects of flooding used no development.</p> <p>Level 2: [3-4 marks] Developed description of causes and states one valid effect</p> <p>Level 3: [5-6 marks] Developed description of causes and effects of flooding with place specific example</p>	[6]

Section A - Coasts		
Question Number	Answer	Max Mark
2(a)	Study Fig. 3 and Fig 4 in the Resource Booklet.	
2(a)(i)	How wide is the entrance to Lulworth Cove? 125 (metres) Allow 115 - 135	[1]
2(a)(ii)	What rock forms the cliff at the back of Lulworth Cove? Chalk	[1]
2(a)(iii)	Describe the shape of Lulworth Cove. Round / circular / oval	[1]
2(a)(iv)	Use Fig 3 to suggest why Lulworth Cove is wider in some parts than others. Credit any of the following with 1 mark Differential erosion of hard and soft rocks sand and clay worn away more easily harder chalk not worn away;	[1]
2(b)	Study Fig 5 below.	
2(b)(i)	Explain how stacks such as Old Harry have been formed. You may draw a labelled diagram. Any 4 ideas or 2 developed ideas such as: <ul style="list-style-type: none"> • hydraulic action or description; • corrasion or description; • corrosion or description; • erosion of weakness/joint/crack to produce caves; • erosion of caves through headland to produce arch; • collapse of arch roof to produce stack; . • can credit idea of waves pound headland if no other marks scored on marine processes. • Credit ideas in text or on diagram. 	[4]
2(b)(ii)	What effects will natural processes have on the stacks in the future? Worn away further / become stumps Eventually disappear	[2]

Section B - Coasts		
Question Number	Answer	Max Mark
2(c)	<p>Explain how erosion by the sea can affect people who live on the coast.</p> <p>For each way, 1 mark for stated way and one mark for description:</p> <ul style="list-style-type: none"> • Loss of buildings / houses / roads ✓ Loss of tourist income (dev) • Loss of farms / farmhouses ✓ Loss of livelihood for farmer (dev) • Forced to move/Cannot get insurance / sell property ✓ • Loss of caravan parks/coastal amenities ✓ Loss of tourist income (dev) • Whole villages disappear over time 	[4]
2(d)	<p>CASE STUDY – Coastal management</p> <p>Name of area where the sea is eroding the land:</p> <p>How is the land protected and what problems do these protection methods cause?</p> <p>Case study will be marked using 3 levels:</p> <p>0 marks No evidence submitted or response does not address the question.</p> <p>Level 1: [1-2 marks] Basic description of method used no development.</p> <p>Level 2: [3-4 marks] Developed description of protection method and states one valid problem</p> <p>Level 3: [5-6 marks] Developed description of method with evaluation of problems – place specific example</p>	[6]
Section A Total		[20]

Section B – Climatic Natural Hazards		
Question Number	Answer	Max Mark
3(a)(i)	<p>How many months make up the cyclone season?</p> <p>Five</p>	[1]
3(a)(ii)	<p>Name one month of the cyclone season when there is heavy rain.</p> <p>September or October</p>	[1]
3(a)(iii)	<p>Describe a weather condition associated with tropical storms which is <u>not</u> shown in Fig. 6.</p> <p>1 mark for winds/windy 2 marks for high/strong/fast/severe winds</p>	[2]
3(b)	<p>Identify two features of a tropical storm shown in Fig 6.</p> <p>1 mark per feature or two marks for one feature with detail. e.g. circular cloud pattern, eye of storm visible, coastal location</p>	[2]
3(c)	<p>Explain <u>two</u> ways in which tropical storms affect people and their quality of life.</p> <p>Points marking - one mark per way, one mark for development of each way. 2 x 2</p> <p>Content Guide:</p> <p>Lives lost due to drowning✓/debris from strong winds✓ Property destroyed/damaged by flooding/strong winds✓ Crops/farmland destroyed by flooding✓ causing hunger✓(dev) Transport/infrastructure disrupted✓ causing delay in relief/recovery✓(dev)</p>	[4]
3(d)	<p>Explain <u>two</u> ideas in the poster, which tell people about what to do during a tropical storm.</p> <p>Points marking - one mark per way, one mark for development of each way. 2 x 2</p> <p>Content Guide:</p> <p>Go to large concrete shelter/ safe place during storm Observe the warning flags – give time to prepare, gather belongings, get to shelter Only carry a few belongings, save time and space in shelter Follow instructions given by person with megaphone, know what to do, reduce panic</p>	[4]

Section B – Climatic Natural Hazards		
Question Number	Answer	Max Mark
3(e)	<p>CASE STUDY: A climatic hazard event.</p> <p>Name the type of climatic hazard and location where it took place.</p> <p>Explain the natural processes which caused the climatic hazard event.</p> <p>0 marks No evidence submitted or response does not address the question.</p> <p>Level 1: [1-2 marks] Basic description of causes of the hazard - no development.</p> <p>Level 2: [3-4 marks] Developed description of causes of the hazard</p> <p>Level 3: [5-6 marks] Developed description of causes of the hazard – specific to particular event</p>	[6]

Section B – Tectonic Natural Hazards		
Question Number	Answer	Max Mark
4(a)		
4(a)(i)	<p>How many major earthquakes were located on the line of the San Andreas Fault?</p> <p>Five</p>	[1]
4(a)(ii)	<p>In what year did the Northridge earthquake take place?</p> <p>1994</p>	[1]
4(b)	<p>State <u>three</u> problems faced by the survivors of the Northridge earthquake.</p> <p>1 mark per relevant problem stated, credit ideas not shown in Fig.4b e.g. homeless✓ not safe to return to home✓, poor sanitation/hygiene✓, shock/trauma✓, bereavement✓, missing family members✓, unemployment/loss of income✓ damage to local infrastructure✓.</p>	[2]
4(c)	<p>Describe briefly how the two plates shown in Fig. 4a are moving in relation to each other.</p> <p>1 mark for valid descriptive point e.g. moving together in the same direction✓, North West ✓, North American Plate is moving into side of Pacific plate✓.</p>	[1]
4(d)	<p>Use a detailed labelled sketch to explain how the movement of plates causes earthquakes.</p> <p>Diagram shows two valid tectonic plates✓ With arrows to show correct plate movement ✓ With basic idea of plate movement/friction/collision✓</p> <p>Content Guide: Diagram could be a representation of Fig 4a or a subduction or collision zone or a constructive margin Diagram could be a block diagram, a cross section or an overhead view</p>	[4]

Section B – Tectonic Natural Hazards		
Question Number	Answer	Max Mark
4(e)	<p>Give <u>two</u> reasons why people live in hazardous areas like the San Andreas fault.</p> <p>Points marking 1 per reason and 1 for development. 2 x 2</p> <p>Content Guide:</p> <p>Possible reasons could include:</p> <p>Help/support from government✓ Have always lived there✓ friends/family, part of a community✓</p> <p>Have businesses or employment in there✓</p> <p>Cannot afford to relocate and live elsewhere✓</p> <p>Perception that severe hazards will not happen (again) ✓</p> <p>Confidence in government/authorities to protect lives and property in future✓</p>	[4]
4(f)	<p>CASE STUDY: Tectonic Natural Hazards</p> <p>Name a type of tectonic natural hazard and the location where it took place</p> <p>Describe methods which can be used to predict tectonic hazards</p> <p>0 marks No evidence submitted or response does not address the question.</p> <p>Level 1: [1-2 marks] Basic description of prediction method - no development.</p> <p>Level 2: [3-4 marks] Developed description of prediction method.</p> <p>Level 3: [5-6 marks] Developed description of prediction method – place specific.</p>	[6]
Section B Total		[20]

Section C – Economic Development		
Question Number	Answer	Max Mark
5(a)	Study Fig 9 in the Resource Booklet. which shows the location of BMW car factories around the world.	
5(a)(i)	BMW is a multi-national company (MNC). What is meant by a multi-national company? A company that operates in more than one country (1) or around the world (1)	[1]
5(a)(ii)	Use Fig 9 to complete the passage below which describes the distribution of BMW car factories in the world. Europe, two, south	[3]
5(a)(iii)	Give two possible reasons why many BMW assembly plants are in less economically developed countries (LEDCs). Two simple statements or one elaborated answer. Workers are cheap (✓) so prices kept low (✓) profits higher (✓) Environmental laws are more relaxed (✓) so profits higher (✓) Raw materials close by (✓) so transport costs lower (✓) Emerging markets (✓).	[2]
5(b)	Read the following web page extract. “The BMW Group took the decision to build a new car production factory in the Leipzig region of Germany. The area is flat countryside and is about 200 hectares in size. It has first class connections to the motorway, the airport and the railway system.”	
5(b)(i)	Give two reasons why Leipzig was a good site for a new car factory. No mark for way, two straight forward reasons required. The area is flat so easy to build on (✓) In Germany so large local market (✓) Countryside so cheap to build on (✓) Large site for easy expansion (✓) big factory (✓) Great access, so easy to import or export (✓)	[2]
5(b)(ii)	Explain how the opening of the Leipzig factory may affect the local environment. Two straight forward statements or one developed statement. Greenfield site built on (✓) so habitat lost (✓dev) animals displaced (✓dev) More commuters (✓) so more CO2 emissions (✓dev) More deliveries (✓). Specified pollution (✓)	[2]

Section D – Economic Development		
Question Number	Answer	Max Mark
5(b)(iii)	<p>Explain the economic effects of opening the Leipzig factory.</p> <p>Credit one elaborated explanation. One for effect, one for development.</p> <p>More jobs created (✓) so positive multiplier effect (✓ dev)</p> <p>Other local factories struggle for workers (✓) and go out of business (✓ dev)</p> <p>Local factories have orders for supplies (✓) and so prosper (✓ dev)</p> <p>More exports (✓) so economy healthier (✓ dev)</p> <p>More taxes paid by BMW (✓) so more money for schools etc (✓ dev)</p> <p>Bigger GDP (✓)</p>	[4]
5(c)	<p>CASE STUDY The location of an economic activity</p> <p>Name and locate an economic activity</p> <p>Explain the advantages of the location of this economic activity</p> <p>0 marks No evidence submitted or response does not address the question.</p> <p>Level 1: [1-2 marks] Basic advantages of location - no development.</p> <p>Level 2: [3-4 marks] Developed advantages of location</p> <p>Level 3: [5-6 marks] Developed advantages of location – place specific</p>	[6]

Section D – Economic Development			
Question Number	Answer		Max Mark
6(a)	Study Fig 11 in the Resource Booklet. It shows the average income (GDP per person) of countries.		[2]
6(a)(i)	Describe the distribution of middle income countries. Refer to the Brandt line in your answer. Close to the Brandt line (✓) Most of South America (✓) Most of northern Asia (✓) Not in North America and Europe (✓) only one in Africa (✓)		
6(a)(ii)	The Brandt Line was first used to divide the world into More Economically Developed Countries and Less Economically Developed Countries in 1980. Suggest what may be wrong with using it now Only uses income so not a true reflection of development (✓) because GDP might be low while literacy high (✓).Rich countries are still North of the line (✓) Many middle income countries are south of it (✓) Africa is still poor (✓) Russia north of the line but middle income (✓)		[2]
6(a)(iii)	Use evidence from the table below to explain why Cuba has a better quality of life compared to Kenya.		[2]
	Development Indicator	CubaKenya	
	Literacy rate (women)	99.879.7	
	Life Expectancy (years)	7755	
	Infant mortality (per 1000 births)	7.279	
	One straight forward statement 1 mark + 1 mark for development Literacy rate higher in Cuba(✓) so people more employable (✓ dev) Life expectancy higher in Cuba(✓) people must be healthier (✓ dev) More doctors in Cuba(✓) so easier to access health care (✓ dev) Infant mortality better in Cuba so health care must be better (✓ dev)		
6(b)	Read the extract below taken from a carton of Fairtrade orange juice from Cuba. “A workshop to repair agricultural machines has now been completed paid for with Fairtrade money. The next step is improving the irrigation system. Farmers pool resources and the new workshop will benefit all members.”		

Section D – Economic Development		
Question Number	Answer	Max Mark
6(b)(i)	<p>What are the problems of being an orange grower in Cuba?</p> <p>No electricity easily available (✓) Unpredictable climate (✓) therefore requires irrigation (✓ dev) Undeveloped machinery/Poor technology (✓) therefore dependent on slow manual workers (✓ dev) Poor returns if not in a Fairtrade scheme (✓). FairTrade guarantees higher and more consistent price (✓ dev)</p>	[2]
6(b)(ii)	<p>Why do the Cuban orange growers prefer Fairtrade to aid?</p> <p>Greater self-esteem (✓) through control (✓) No dependency (✓) on political factors (✓) Long term support (✓) rather than one off payment (✓) You can get what you need rather than what you are given (✓) Not tied to another deal (✓)</p>	[2]
6(b)(iii)	<p>Fairtrade orange growing is considered to be a sustainable way to do business. Explain how being a member of a Fairtrade scheme affects</p> <p>The local Community in Cuba: The environment in Cuba: Credit two developed statements. Max 3 on just one affected area. Local community gets more money (✓) so it can improve quality of life (✓ dev) by ... (✓ dev x2) Local community able to survive disaster more easily (✓) so easier to invest (✓ dev) Local community closer (✓) through cooperative scheme working together (✓ dev) The environment less intensively farmed (✓) because more money available for same amount of produce (✓ dev) and Fairtrade has environmental conditions (✓ dev x2) The environment; not farmed as much as more money from Fairtrade (✓) so more habitat preserved (✓ dev) Fair trade actively encourages better environmental practices (✓)</p>	[4]

Section D – Economic Development		
Question Number	Answer	Max Mark
6(c)	<p>Case Study: An Aid scheme</p> <p>Name and locate an aid scheme.</p> <p>Describe what the aid scheme tried to do.</p> <p>Explain the advantages and disadvantages of the aid scheme to the people it was intended to help.</p> <p>0 marks No evidence submitted or response does not address the question.</p> <p>Level 1: [1-2 marks] Basic description of either advantages or disadvantages of scheme - no development.</p> <p>Level 2: [3-4 marks] Developed description of either advantages or disadvantages of scheme</p> <p>Level 3: [5-6 marks] Developed description of both advantages and disadvantages - with specific details of scheme</p>	[6]
Section D Total		[20]
Paper Total		[60]

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	Total
1(a)(i)	1			1
1(a)(ii)	2			2
1(b)(i)	2	1		2
1(b)(i)	1	1		2
1(c)	1	1		3
1(d)	1	1	2	4
1(e)	4	2		6
2(a)(i)	1			1
2(a)(ii)	1	0	0	1
2(a)(iii)	1			1
2(a)(iv)	1			1
2(b)(i)	2	1	1	4
2(b)(ii)	1	1		2
2(c)	1	2	1	4
2(d)	4	2		6
3(a)(i)	0	0	1	1
3(a)(ii)		1		1
3(a)(iii)	2			2
3(b)	2			2
3(c)	2	2		4
3(d)	2	1	1	4
3(e)	4	2		6
4(a)(i)		0	1	1
4(a)(ii)	1			1
4(b)	2	1		3
4(c)		1	0	1
4(d)	2	1	1	4
4(e)	3	1		4
4(f)	4	2		6
5(a)(i)	1			1
5(a)(ii)	2		1	3
5(a)(iii)	1		1	2
5(b)(i)	1	1		2
5(b)(ii)	1	1		2
5(b)(iii)	2	2		4
5(c)	4	2		6
6(a)(i)	1		1	2
6(a)(ii)	1	1		2
6(a)(iii)	1		1	2
6(b)(i)	1	1		2
6(b)(ii)	2			2
6(b)(iii)	2	2		4
6(c)	4	2		6
Totals	72	36	12	120

SPECIMEN